

The background of the slide features a large, faded, light blue seal of the State of Illinois. The seal is circular and contains an eagle with spread wings, a shield on its chest, and a banner in its beak. The text "SEAL OF THE STATE OF ILLINOIS" is visible around the perimeter, and "AUG. 26TH 1818" is at the bottom. The title text is overlaid on the upper half of the seal.

# Seal of Biliteracy: Language and Culture as Assets

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# Agenda

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Review Mastery Learning  
Outcome

Seal of Biliteracy

Being Bilingual student  
video

Block Party Strategy

Affinity Map



## Instructions for the Mastery Learning Outcome

1. Independently, read the Mastery Learning Outcome.
2. Underline words that are cognates.

(Cognates are words that look the same in two languages and have the same meaning).

Puedo implementar estrategias que valoran el repertorio lingüístico de los estudiantes como un recurso valioso para ganar el Sello de Bilingüismo.

## Instructions for the Mastery Learning Outcome

1. With a partner,  
write the MLO in  
English.

Puedo implementar  
estrategias que valoran  
el repertorio lingüístico  
de los estudiantes como  
un recurso valioso para  
ganar el Sello de  
Bilingüismo.

## Instructions for the Mastery Learning Outcome

Compare your MLO to the one  
on the screen.

Use metacognition:

**THUMBS UP!** = We got the  
meaning!

**IN THE MIDDLE** = We were  
pretty close to the meaning!

**THUMBS DOWN** = Still need  
help identifying cognates

I can implement  
strategies that value  
students' full linguistic  
repertoire as an asset to  
achieve the Seal of  
Biliteracy.

# How can this routine help my students?

## Benefits for Students and Teacher

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- Allows both teacher and students to improve their biliteracy on a daily basis as an integral part of the classroom routine.
- Gives the students a chance to really process and interact with the day's objectives.
- Allows for students to share their expertise.
- Provides an opportunity for different students to shine.
- Learning environment fosters language as asset.



"Above all, the immersion students' performance on the SECT presents incontrovertible evidence of positive cross-linguistic influence on their native English vocabulary recognition." (Cunningham & Graham, 2000)

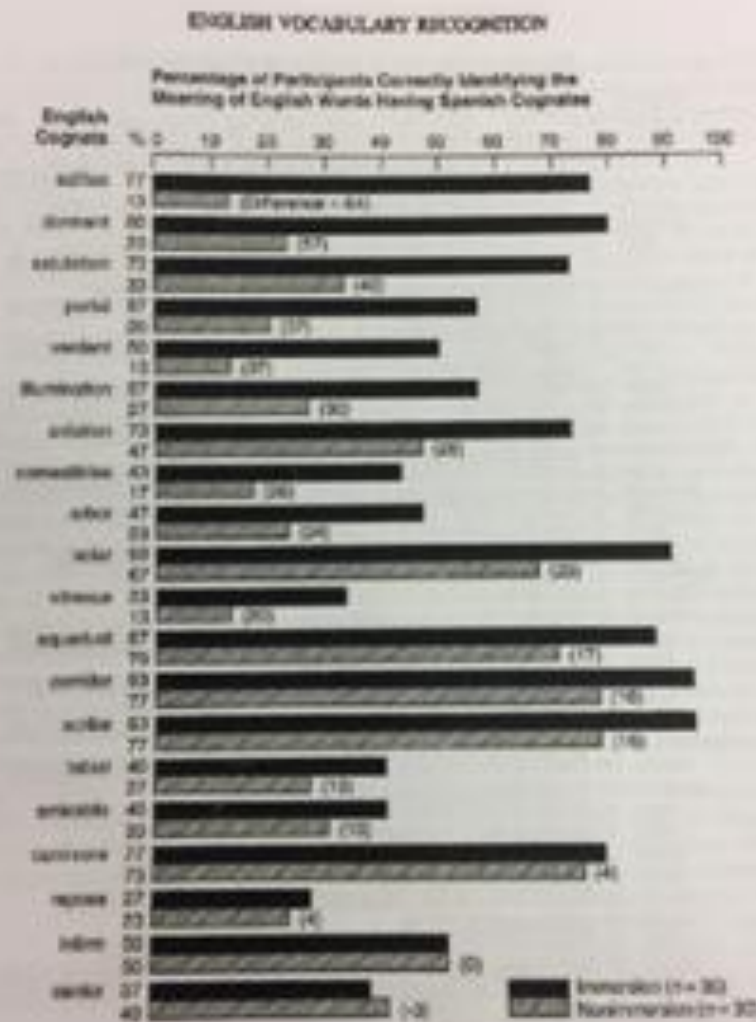


Figure 1. Comparison of immersion and nonimmersion participants' performance on the Spanish-English Cognate Test, in descending order of greatest difference. Values in parentheses indicate difference.

Edifice  
Dormant  
Salutation  
Portal  
Verdant  
Illumination  
Aviation  
Comestibles  
Arbor  
Solar  
Vitreous  
Aqueduct  
Corridor  
Scribe  
Labial  
Amicable  
Carnivore  
Repose  
Infirm  
Cantor

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Seal of Biliteracy 2016 and 2017 Data



# Morton Graduates set the bar

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## 2016 MORTON

	East	West
Seal of Biliteracy	164	62
Commendation toward Biliteracy	88	40
Total # of Seniors	930	749
% graduating class	27%	14%

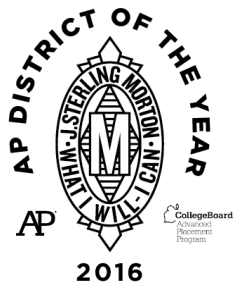
## 2016 ILLINOIS

56 Participating Districts
2630
987
Morton's Graduates Represented
9.8% of ALL awards

# 2017 Results

- 66 more students earned the Seal or Commendation!
- Teachers and students more aware!
- Steps to the Seal help students on the path to biliteracy

	East	West
Seal of Biliteracy	149	51
Commendation toward Biliteracy	152	68
Total # of Seniors	997	815
% graduating class	30.2%	14.6%



# How can we make 2018 even better?

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Continue to talk to the students about the benefits of the Seal of Biliteracy.

Create a learning environment where biliteracy is valued as an asset.

- Provide opportunities in class for students to tap into their linguistic repertoire in class so that they can demonstrate their knowledge more effectively.
- Help students sign up for the Seal of Biliteracy and attend the testing dates.

# Seal of Biliteracy Criteria

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## English (ONE of the following)

- ACT Score composite of 21 OR 18 on the English Subject Area Test
- SAT Score of 480 in English Language Arts
- ACCESS scores of 5.0 overall, 4.2 Reading, and 4.2 Writing
- AAPPL test score of I-5 or above

## World Language (ONE of the following)

- 4 or 5 on the AP Language Exam
- AAPPL Test score of I-5 or above in Arabic, Mandarin Chinese, French, German, Portuguese, Russian, or Spanish
- Portfolio option for languages in which tests are not available

# Commendation Toward Biliteracy Criteria

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## English (ONE of the following)

- ACT Score composite of 21 OR 18 on the English Subject Area Test
- SAT Score of 480 in English Language Arts
- ACCESS Literacy score of 3.5 or above
- AAPPL Test Score of I-1 to I-4

## World Language (ONE of the following)

- 3 on the AP Language Exam
- AAPPL Test Score of I-1 to I-4 in Arabic, Mandarin Chinese, French, German, Portuguese, Russian, or Spanish

ILLINOIS STATE  
UNIVERSITY



**UIC**  
UNIVERSITY  
OF ILLINOIS  
AT CHICAGO



# Colleges Give Credit!

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Nearby college  
offer between 4  
and 12 college  
credits for earning  
the Seal



# What do students say about being bilingual?

BEFORE WATCHING THE VIDEO, PREDICT THREE THEMES THAT THE STUDENTS WILL SHARE ABOUT BEING BILINGUAL.

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WRITE THEM DOWN AND PUT A CHECK MARK, WHEN YOU HEAR THE STUDENTS' TALK ABOUT THIS THEME.

AFTER THE VIDEO, SHARE YOUR PREDICTIONS AND REACTIONS WITH A PARTNER.



# Block Party Strategy

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## PRE-READING STRATEGY:

"The Spanish Lesson I Never Got at School".

Everyone has only 1 of 5 quotes on their colored handout.

Multiple rounds of pairing and discussing the quotes that you have with different prompts.

## BENEFITS:

- Pre- Reading Strategy or warm up strategy
- Students process smaller quotes and talk with their peers
- Activate prior knowledge
- Make connections to the reading
- Get motivated to read the article!

# Block Party: 1st Round

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Find someone with the same color paper as you and review your shared quote.

How does this quote apply to our Morton students?

## Block Party: 2nd Round

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Find someone with a different color paper and share your quote with your new partner.

Consider the two quotes and the Morton Seal of Biliteracy data. What applications do you see for your classroom?



# Share with a partner

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How can this activity be integrated into your class?

What are the benefits or outcomes?

# *Morton Freshman Center*

*Presented To*

*María Aguayo*



*Awarded for*  
*Steps to the Seal of Biliteracy*

*Wendy Archer*  
Wendy Archer  
Principal

*Angelica B. Rodriguez*  
Angelica Rodriguez  
Assistant Principal

## Mastery Learning Outcome

I can implement strategies that value students' full linguistic repertoire as an asset to achieve the Seal of Biliteracy.



# What are your next steps?

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What strategy will work in your class?

Select one of the strategies that we practiced today that you will implement this fall.

Sign your name on the affinity map paper on either side of the gym.